What are standards?  
**A Description of an expected output of some sort of endeavor.**

What do the Common Core State Standards hope to address? Are they a good step toward improving education in places like those in Kozol’s book? Why or why not?  
**Common Core state standards seek to set common academic standards based on a shared common goal for the student’s academic success. These standards need to be shaped and tailored according to the different schools needs, such as some of the schools dicsusseed in Kozol’s book. All schools can share the same standards, but can use alternative methods to reach those goals.**

What is the difference between formative and summative assessment? Give examples of each from classes you took in high school and college.  
**Formative assessment is used to determine what students have learned and provide feedback so that you and the students can decide what areas need the most improvement, and thus, the most attention. An example of this is a student approaching their math teacher because they do not understand the last homework assignment because they need clarification. Summative assessment is used to determine how well overall a student is doing. That would be like asking a teacher what your overall grade was in the class. Another example would be asking a teacher if a future course is right for them based on performance in this class.**

Define diagnostic assessment.

**Diagnostic measures are used to assess a students academic ability in relation to the rest of their age group and grade level.**  
  
What is the difference between norm-referenced measures and criterion-referenced measures? Which would you personally prefer to take and why? (There is no wrong answer to the second part of this question). Does the subject being tested influence your preference?

**Norm-referenced measures are used to determine a student’s academic ability relative to their peers or the ‘average’. Criterion-referenced measures are used to determine a students academic ability relative to the academic standard set by the school. We would rather have our ability determined using norm-referenced measured because it more accurately reflects how we’re doing relative to others as opposed to being held to standards that could change drastically. No.**  
  
What is the difference between holistic and analytic assessment?

**Holistic assessment consists of reviewing and comparing all criteria simultaneously. Analytic assessment refers to looking at each individual aspects of the presentation, including performance.**  
  
What does the Depth of Knowledge (DOK) model assess? What is one fundamental difference between DOK and Bloom’s Taxonomy?

**The Depth of Knowledge model is used to assess things such as recall and reproduction, skills and concepts, short-term thinking and reasoning, and extended thinking. Bloom’s Taxonomy consists of 6 levels, which have become the default way to describe the levels of knowledge use and understanding. On the contrary, the DOK model divides the our understanding and knowledge of a concept into four overarching categories.**  
  
Define a growth model as it applies to teacher and/or school evaluation.

**A growth model, when applied to a school, is used to assess a school’s academic strengths and weaknesses relative to past performance.**   
  
Define a value-added model as it applies to teacher and/or school evaluation.

What problems might occur with the two models above?  
Examine the section “Testing Challenges” (pages 322-323). Which concerns you the most? The least? Or do they all concern you equally (or not concern you at all)?  
  
On pages 321-322, the PISA test is discussed. Here is some information the book does not provide: If American students are disaggregated by zip codes, those living and going to school in the most affluent zip codes do as well as or better than students from the top ranking countries. How does this change your interpretation of this section of the textbook? Or does it change your interpretation at all?

**Our interpretation is changed in that we have come to understand that education is very much dependant on income and is strongly shaped by factors such as de facto segregation. Because the demographics in the US are so diverse, we appear to seem lower when; in fact, some students actually perform better than higher-ranked countries. The book provides an incomplete image of American education.**